



Coordinator IV – Board Certified Behavior Analyst (BCBA) – Linking Instructional Needs and Key Supports (LINKS) Team – Autism

Position Details

Job Code: U7403

Reference Code: A556

Division/Unit: Student Services

Classification: Professional-Technical

Terms of Employment: [Step 41 of the Unified Administrative Salary Schedule, 12 Months](#)

FLSA STATUS: EXEMPT

Position Summary

The person selected for this professional-technical administrative position will provide direct services and consultation to students, staff, and parent/guardians in order to provide support and professional learning in Applied Behavior Analysis (ABA) interventions. This position is responsible to provide analysis services and behavior management plans for students; conducts assessments and develops intervention plans; coordinates and provide specialized behavioral and intervention support for special education teachers and students, as well as provide supervision for Registered Behavior Technicians (RBT). The person selected for this position will report to the Director, LINKS Team, Student Services Division (SSD).

Essential Duties and Responsibilities

1. Assists in providing support services to serve students with disabilities in least restrictive environments (LRE).
2. Functions in a supervisory capacity and provides oversight to all areas of programming for the School Based-Individual Intervention Services (SB-IIS) program, including the training of support professionals with RBT certification.
3. Provides mentoring to SB-IIS personnel by modeling programs, working with students in educational settings, and conferencing with teachers to implement strategies to address the needs of diverse learners.
4. Provides ongoing professional learning and supervision of support professional staff in implementation of ABA principles and methodology and behavior reduction strategies.
5. Conducts Functional Behavioral Assessments (FBA) and develops behavior intervention plans for students with autism or other behavioral disorders.
6. Develops materials, provides resources, and provides professional learning to administrators, educators, support professionals and parent/guardians in ABA, Discrete Trial Training (DTT), de-escalation strategies and/or other evidence-based methodologies related to addressing the needs of students that are experiencing behavioral difficulties.
7. Provides Crisis Prevention Institute – Nonviolent Crisis Intervention (CPI-NCI) training for District staff.
8. Ability to work a flexible schedule to provide professional learning to District staff and families outside of school hours.
9. Supports school personnel with the implementation of District initiatives related to instruction, interventions, behavior, and assessment.
10. Collects data and prepares a variety of reports for the purpose of documenting case history, assessments, and collecting and analyzing behavioral progress monitoring data.
11. Reviews, monitors, and approves service documentation for RBT.
12. Works effectively with students, teachers, administrators, parents, and community support agencies to ensure student success.
13. Collaborates with other departments within SSD (i.e., Region Teams, Student Education Management Systems (SEMS), and Crisis Response) to maximize supports to students.
14. Serves as a resource to site administrators who have students with autism spectrum disorder or other behavioral disorders on campus.
15. Serves in a problem-solving capacity with school personnel and parents.
16. Performs other duties related to the position, as assigned.

Position Expectations

1. Knowledge of Individual with Disabilities Education Act (IDEA) (P.L. 101-476), Section 504, P.L. 99-457, Nevada Administrative Code (NAC), and the Americans with Disabilities Act (ADA).
 2. Demonstrated thorough working knowledge of special education programs and services.
 3. Demonstrated success in exercising self-confidence, initiative, and self-direction.
 4. Ability to work cooperatively and effectively with colleagues; parents/guardians; school and administrative personnel; and representatives of the community, state, and federal organizations or agencies.
 5. Excellent written and verbal communication skills.
 6. Demonstrated success in exercising good judgement, insight, self-awareness, integrity, and cultural responsiveness when interacting with diverse employees, students, parents, community members, and individuals with disabilities.
 7. Mental and physical stamina commensurate with the responsibility of the position.
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Position Requirements

Education and Training

An earned master's degree from an accredited college or university.

Licenses and Certifications

1. Possess BCBA licensure with the State of Nevada.
2. Current CPI –NVI trainer certification. If certification is not in possession at time of application, it must be obtained within six (6) months from the date hired into the position. Certification must be maintained for the duration of the assignment. Certification training must be in-person and include a hands-on component. Online courses will not be accepted.
3. A valid driver's license or state-issued identification card.

Experience

Have previously demonstrated at least three (3) years of successful licensed teaching experience or related services experience in an accredited K-12 public or private school; or, three (3) years of successful experience as a BCBA.

Preferred Qualifications

1. Demonstrated experience working with students with autism and their families.
2. Demonstrated experience conducting professional learning activities.
3. Demonstrated teaching experience with students with autism spectrum disorder or other behavioral disorders.

When applying for an administrative position, candidates must meet the minimum qualifications as listed in the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities with regard to race, color, religion, sex, gender, identity or expression, sexual orientation, national origin, genetics, disability, age or military status or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Created: 06/08/23